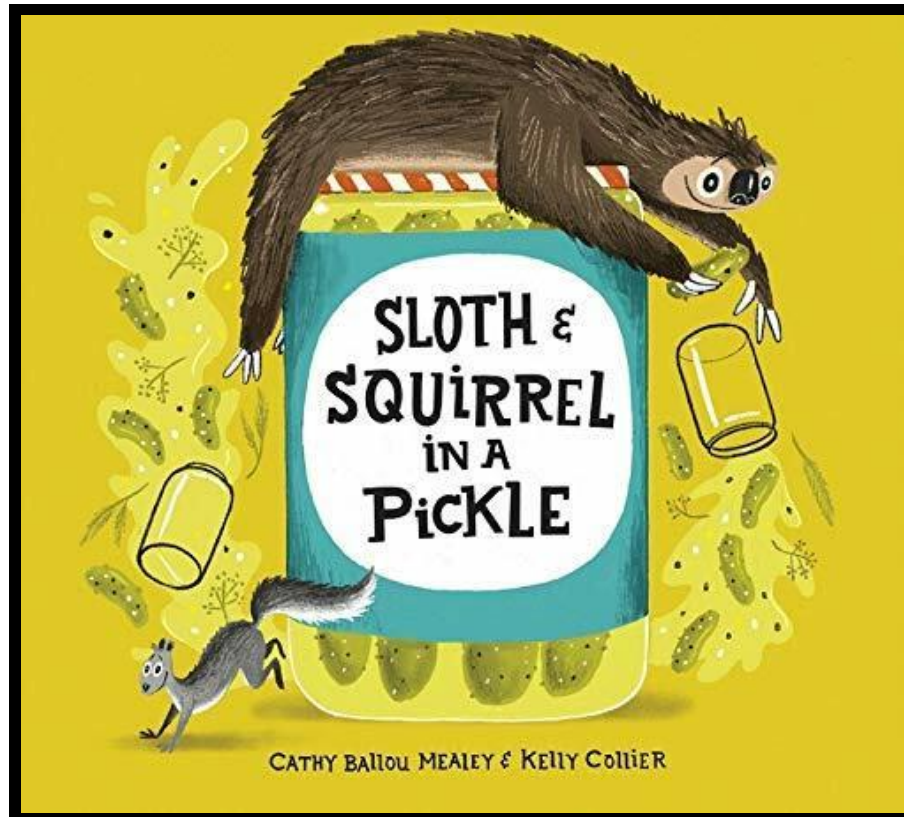


SLOTH & SQUIRREL IN A PICKLE:

USING CHILDREN'S LITERATURE TO TEACH ECONOMIC CONCEPTS



Curriculum Developed by:

Angie Battle

Program Manager

Georgia Council on Economic Education

Marsha Masters

Associate Director

Economics Arkansas

Lynne Stover

Teacher Consultant

James Madison University Center for Economic Education

Table of Contents

| | |
|--|-------------|
| Introduction | Page 3 |
| Lesson 1 [Human Capital] | Pages 4-14 |
| Lesson 2 [Producers & Consumers] | Pages 15-27 |
| Lesson 3 [Specialization] | Pages 28-35 |
| Discussion Questions | Pages 36-37 |
| <i>Support Materials</i> | |
| Correlated Standards of Learning | Pages 38-39 |
| Annotated Bibliography | |
| <i>New Picture Books featuring Economic Concepts</i> | Page 40 |

Introduction

Sloth & Squirrel in a Pickle: Using Children's Literature to Teach Economic Concepts is a teaching unit containing lessons developed by three economic educators, each representing a different state. Each lesson focuses on a different economic concept and support state and national standards of learning.

Research has shown the validity of using children's literature to teach in the content areas. Now that math and language arts are the primary focus of most curriculums, providing students with an engaging story that encourages them to relate to various concepts, improve their vocabulary, and develop reading and writing skills, is truly interdisciplinary instruction at its best.

The featured lessons are stand-alone and can be taught independently or as an instructional unit. They were developed for elementary classroom teachers but can be modified for use by resource teachers such as reading specialists, English as a second language instructors, librarians, and gifted education educators.

While human capital, producers & consumers, and specialization are the concepts featured in these lessons, enrichment and extension activities are also included. The discussion questions are provided for classroom use as well as to help the teacher reading the book to the students be aware of the story's references to economic terms and entrepreneurial opportunities provided to the characters. Each lesson includes a story synopsis, defined economic concepts, a structured lesson plan, an assessment, and cross-curricular enrichment activities. An annotated bibliography, featuring new picture books containing strong economic content is also provided. It is to be noted that these lessons and activities do not need to be taught in any specific order but are book dependent.

Sloth & Squirrel in a Pickle

Author Cathy Ballou Mealey, Illustrator Kelly Collier

Kids Can Press/2021

LESSON 1

Human Capital

INTRODUCTION: Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health. Investments in human capital are ways to “train your brain” to become more skilled, productive and successful at tasks. In this lesson, students will examine the human capital of Squirrel, Sloth, and Mr. Peacock and apply the concept to identify their human capital.

STORY SYNOPSIS: A pair of unlikely friends, decide they would like a new tandem bike and begin their pursuit to earn money to purchase one. Mr. Peacock, the manager of a pickle-packing company, hires them and it does not go well. Squirrel's plan to specialize, with him packing the jars and Sloth attaching the labels, backfires. When Mr. Peacock discovers six hundred and seventy-seven pickle jars with upside down labels, he fires them. Stating he cannot pay them for their work, he gives them the unsellable pickles. The entrepreneurial friends turn their mistake into a unique business, make a profit, and surpass their goal.

TIME ALLOCATION: 20-25 minutes [Allocate extra time for extension and enrichment activities.]

MATERIALS:

- Book- *Sloth & Squirrel in a Pickle* by Cathy Ballou Mealey
- Document camera
- Visual – Human Capital Graphic Organizer (blank form and possible answer form)
- Visual-Expectations for Assembling Jars at the Pickle Factory
- Required resource for pickle assembling activity: copies of Activity sheet 1, scissors (2 pair for each team), green crayon (one for each team), glue stick (one for each team)

[Prepare in advance.]

- Assessment-one copy per each student
- Optional: Extension Activities

OBJECTIVES:

- The student will listen to a story and determine the human capital traits of the main characters.
- The student will define human capital and demonstrate understanding of the concept by identifying their own human capital traits.
- The student will participate in a production activity to experience how investments in human capital increase productivity

ECONOMIC CONCEPTS:

- **Human Capital** – the package of talents, skills, education, experience, health habits, and attitudes each person has that enables them to be a productive worker.
- **Specialization** - a situation in which people produce a narrower range of goods and services than they consume. Specialization increases productivity.
- **Productivity** -the measure of output per unit of input.

NATIONAL CONTENT STANDARDS IN ECONOMICS

STANDARD 1: SCARCITY

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

STANDARD 2: DECISION MAKING

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.

STANDARD 6: SPECIALIZATION

When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

ARKANSAS STATE ECONOMICS STANDARDS

- E.4.K.1 Recognize that all people have unlimited wants and limited resources
- E.4.K.2 Explain reasons behind a personal decision
- E.4.1.1 Explain ways *scarcity* necessitates decision making
- E.4.1.2 Identify benefits and costs of making a decision
- E.4.2.1 Discuss the importance of *scarcity* in relation to choices and *opportunity cost*
- E.4.2.2 Explain a decision in terms of costs and benefits
- E.5.1.1 Explain ways *human resources* earn *income*
- E.5.1.2 Categorize *human, natural, and capital resources* used in the production of goods and services
- E.5.3. Examine the relationship between *human capital* and *productivity*
- E.5.6.1 Analyze ways division of labor and specialization affected the development of civilizations
- E.7.K.1 Discuss why people trade goods and services
- E.7.1.1 Identify goods and services that are traded

PROCEDURE:

1. Share with students that today they will listen to a book featuring 3 characters. All of them have special skills, attitudes, education, training, talents, and abilities. Challenge them to listen for those skills. Read the book to the students. Ask them to identify the characters. [Squirrel, Sloth, and Mr. Peacock.]

2. Display the visual, **Human Capital**. In economics, the term used to describe those skills, talents, education, experience, and abilities is called human capital. Challenge students to look at each character and complete the chart in teams or as a whole group. Challenge students to

pretend they are Mr. Peacock. Ask them to identify human capital traits they would like in an "ideal" new hire to work at the pickle factory. Record. [Possible answers are identified in Visual.

3. Announce to students that Mr. Peabody is looking for pickle factory workers since Sloth and Squirrel are no longer employed there. Tell them they will work in teams to showcase their human capital by producing pickle jars ready for the market. The goal is to produce as many jars of pickles as possible for the marketplace. Consumers demand quality product. Activity 2 will show what the product should look like.

4. Mr. Peabody will be measuring each team's **productivity**. He will be looking at how many quality pickle jars are produced considering the amount of input going into the production. The more productive teams are, the more pickles are ready for the marketplace.

5. Divide students into groups of 4 students. Sloth and Squirrel decided they should **specialize** to be more productive. To specialize means that a worker focuses on a specific task. This makes each worker more efficient at a task, and thus more productive. Teams will specialize to create as many pickle jars as they can in four minutes. Two students will serve as supply specialists. Supply specialists will need certain tools to do their job efficiently. Ask students what an example of a tool would be that would help them cut along a dotted line to create labels. (Students will probably suggest scissors). Scissors will make it easier and faster to cut the labels. Another specialist will cut along the dotted line to create pickle jars. That specialist will also need a set of scissors. One artistic specialist will color the pickle green making sure to stay exactly in the lines and coloring the pickle completely. The next student will serve as the assembly specialist gluing and adhering the label in the correct position within the dotted line. This specialist will need a careful eye for detail. All should be advised to do their very best work because Mr. Peabody expects quality for the consumer. If any are messy, he will not accept. The team wouldn't earn income for their work...just like Squirrel and Sloth. [At each station, provide labels, colors, scissors, glue sticks, and pickle jars. Students may wish to identify their human capital as they assign roles of what will do what.]

4. Start the timer. At the end of four minutes, the teacher will visit each station to see how many pickle jars are ready for market. Just like Mr. Peabody, the teacher can only accept quality pickle jars.

5. Ask students how they felt they did. Ask them what they would do differently if they had another opportunity to be more productive. Ask them to identify how the process might be more productive in a second round. [Answers will vary but might determine switching roles.]

6. Conduct Round 2. Identify the quality of the pickle jars for market. The number of quality pickle jars should increase. Discuss reasons. [Practice, training, etc. are possible responses.]

ASSESSMENTS:

Thumbs Up/Thumbs Down:

Assess student learning by reading the following statements. If the student agrees with the statement, they will show a thumbs up sign with their thumb. If they disagree, they should show a thumbs down sign with their thumb.

1. Sloth was a very fast worker. (thumbs down)
2. A person's skills, talents, education, and abilities are called their human capital. (thumbs up)
3. Squirrel was a very fast worker. (thumbs up)
4. Specialization leads to more productivity. (thumbs up)
5. Being tall, practicing, being a good shot, and a team player, would be examples of human capital for a basketball player. (thumbs up)
6. Being tall, practicing, being a good shot, and a team player would be examples of human capital for a pilot. (thumbs down)
7. There are ways to increase your human capital. (thumbs up)
8. Watching a You Tube video, reading a manual, or practicing is an example of investing in your human capital. (thumbs up)

Human Capital Sorting Assessment:

Distribute an assessment sheet to each student. Challenge them to sort the human capital cards that would best fit each specialist.




ENRICHMENT & EXTENSION:

- **Art** – Design a poster that spotlights their human capital using photos, drawings, words, etc.
- **Writing** – Challenge students to create a want ad for a career spotlighting the human capital needed. Use www.bls.gov/k12 to discover human capital needed jobs
- **Pickle Tour: Technology**- Share with students the video Making Stuff: Pickles <https://www.youtube.com/watch?v=ETGrDcPrOZM> (5 minutes). Challenge students to identify the human capital required for the different human resources in the factory. Compare and contrast how technology made the production process increase from the book to the video.

Visual

HUMAN CAPITAL

Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health.

| Character | Skills | Talents | Education | Suggestion for an investment in human capital |
|---|--------|---------|-----------|---|
|  | | | | |
|  | | | | |
|  | | | | |
| The ideal hire at the pickle factory | | | | |

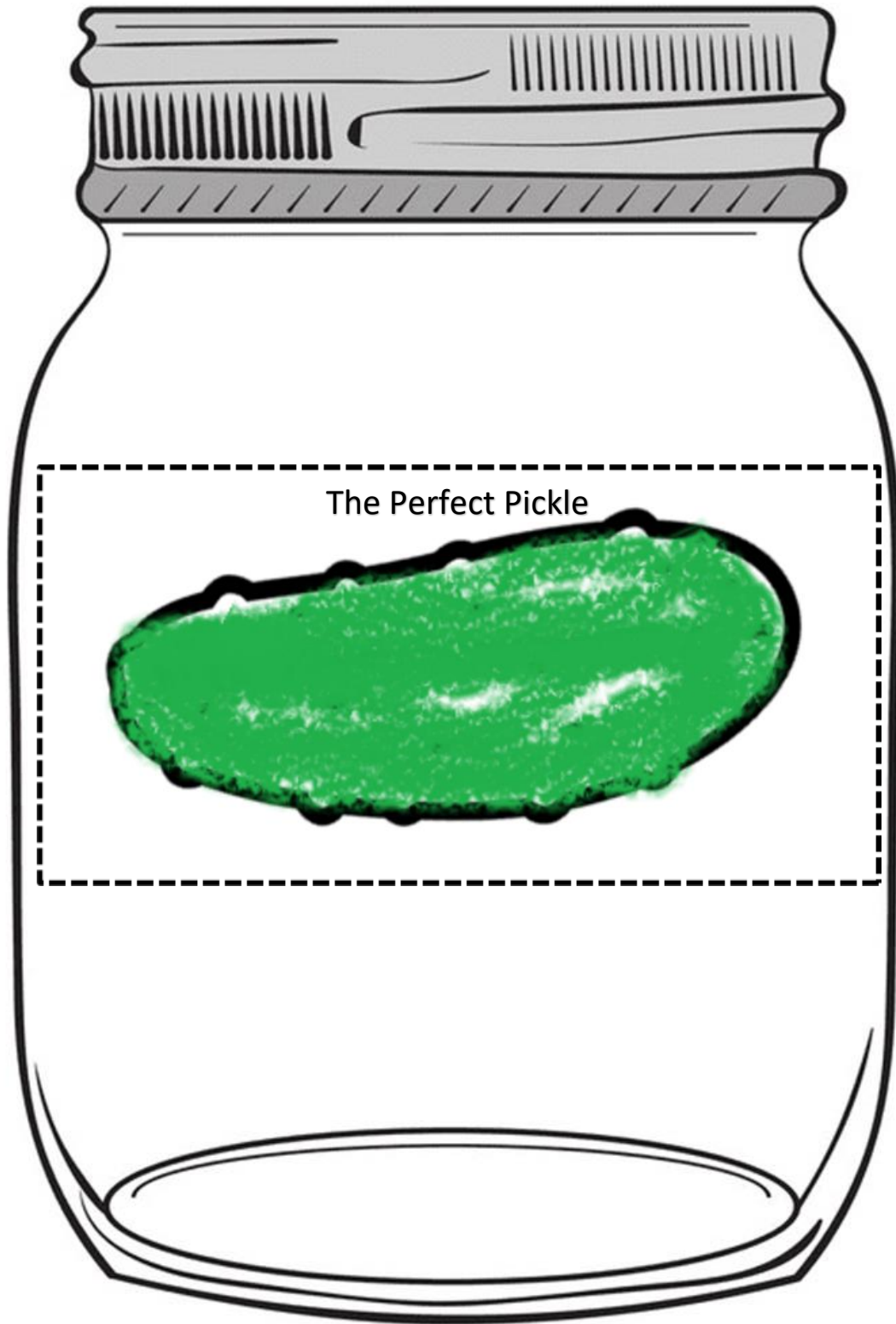
Visual [Possible responses]

HUMAN CAPITAL

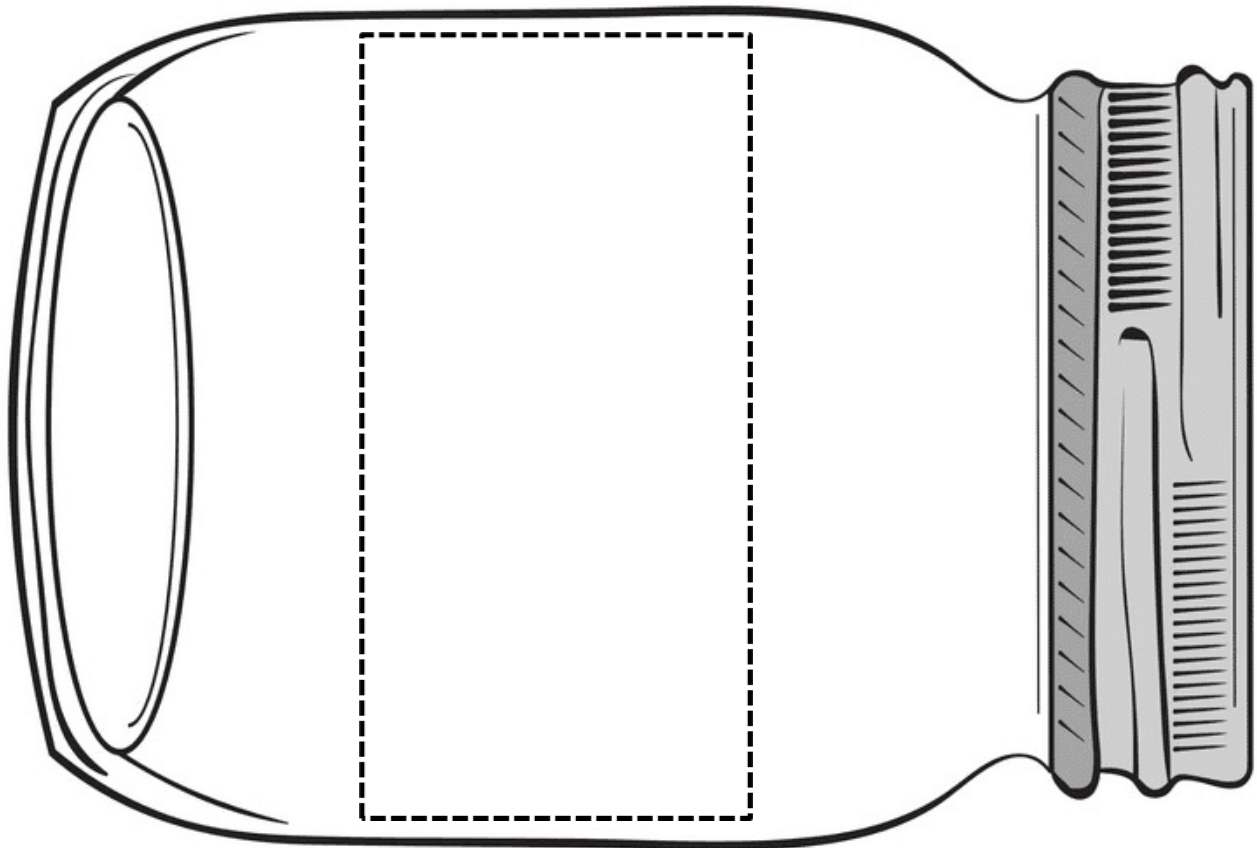
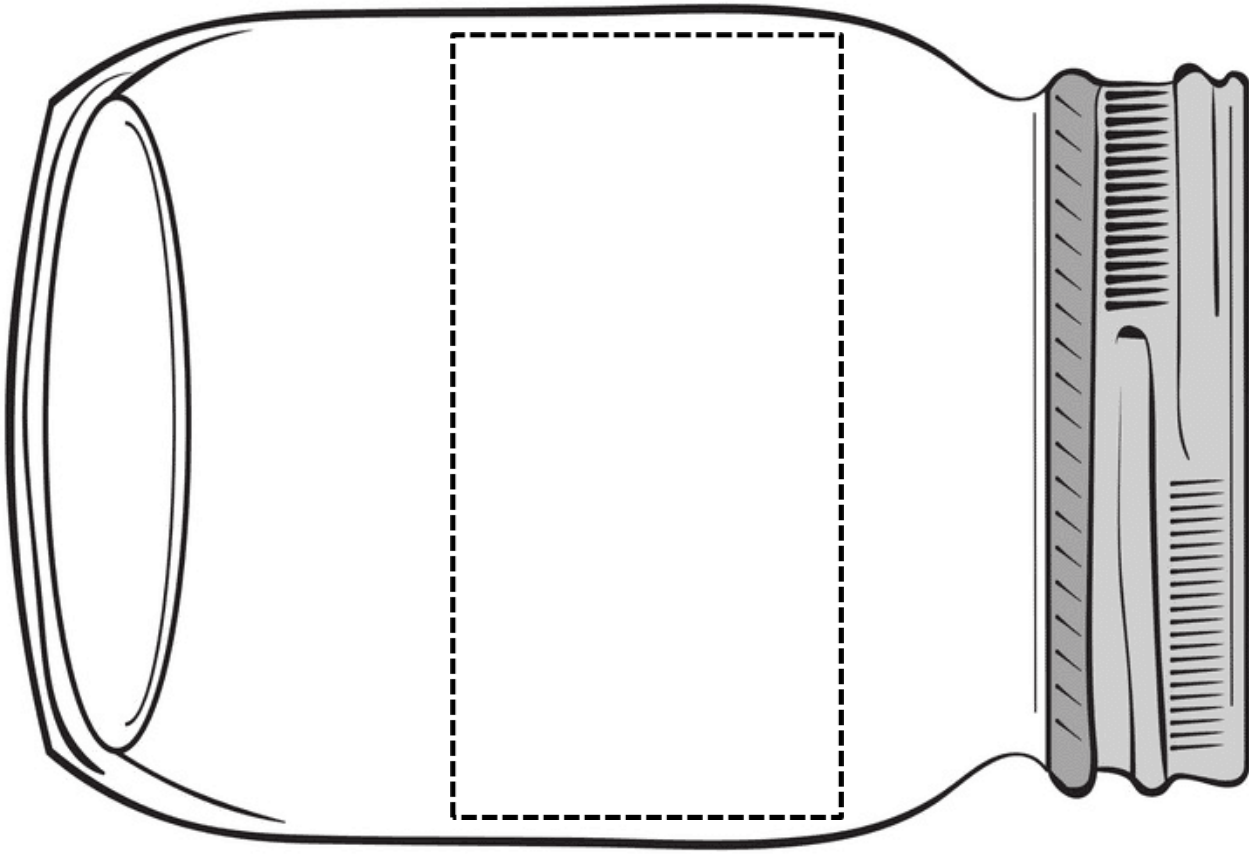
Human capital refers to the quality of labor resources, which can be improved through investments in education, training, and health.

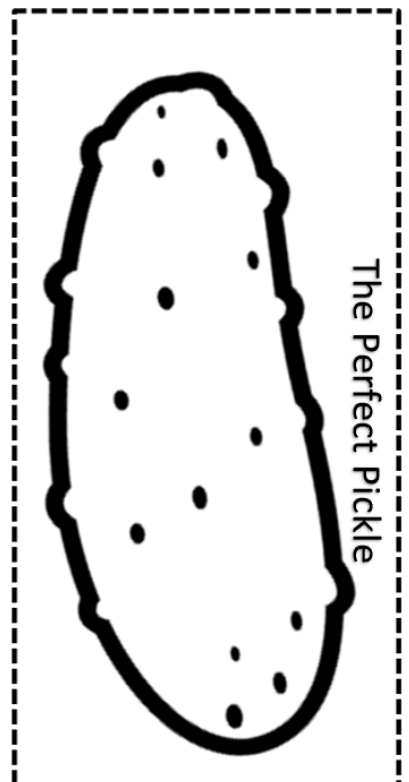
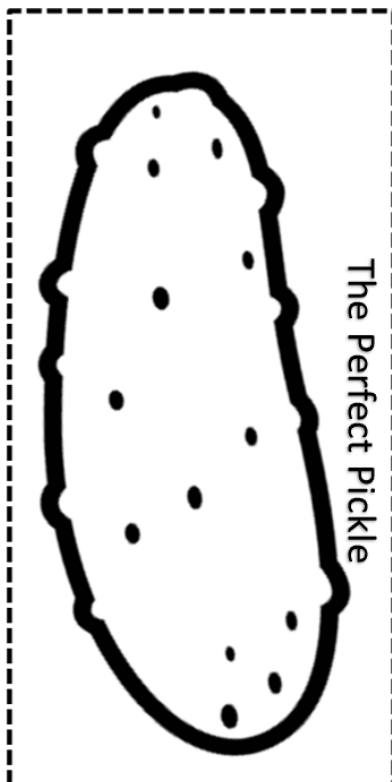
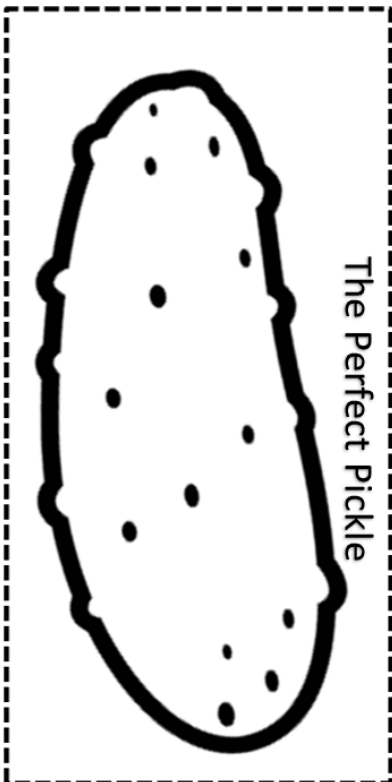
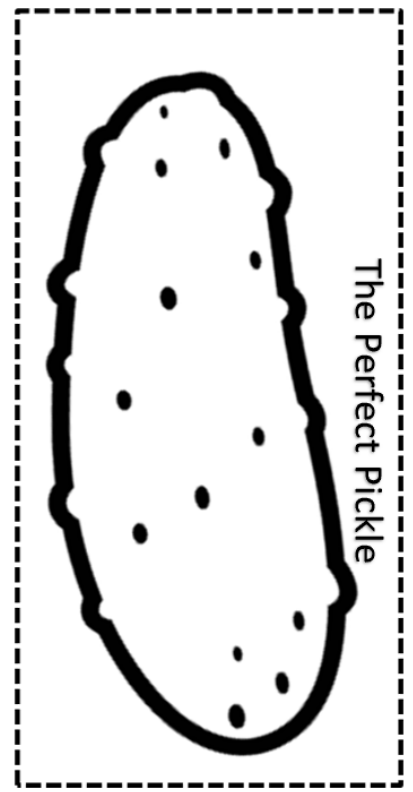
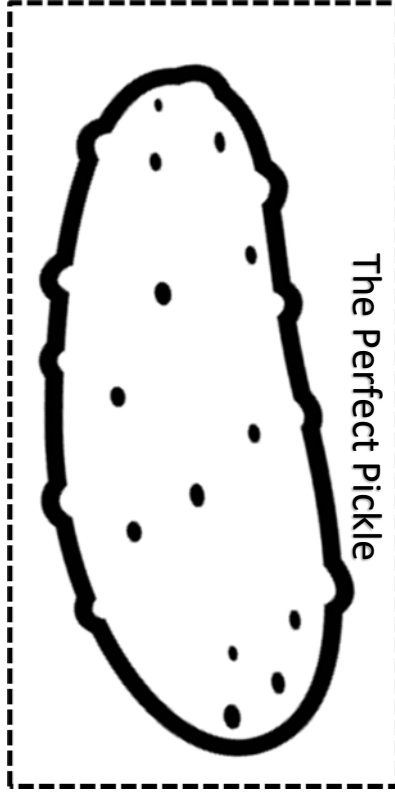
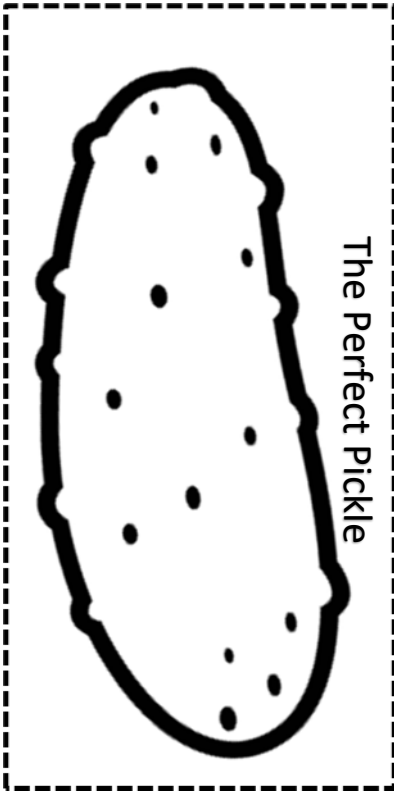
| Character | Skills, Talents | Education, Experience | Health Habits, Attitudes | Suggestion for an investment in human capital |
|---|--|---|--|--|
|  | Manages a business | Has a diploma of pickleology | Expects quality Very serious about business | Invest in technology and training for employees |
|  | Team player | No experience but willing to work | reliable has good ideas | Practice Find a different working posture |
|  | Works really, really fast Goal setter | Can bury a jillion acorns in an hour | Confident Great shape | Practice, training |
| The ideal hire at the pickle factory | Fast Quality worker | Has received training and practice on how to assemble pickle jars | Fast Close eye to detail Good worker | Continuous training |

Visual: The Perfect Pickle



Activity





Sloth & Squirrel in a Pickle: Using Children's Literature to Teach Economic Concepts

Sort the human capital traits below that best fits each specialist. Write in the box the correct descriptions, or cut and paste them in the correct category.

| Basketball Player | Doctor | Baker |
|--------------------------|---------------|--------------|
| | | |
| | | |
| | | |
| | | |
| | | |

| | | |
|------------------------------|-----------------------------|--------------------------------------|
| good at measuring | tall | physically fit |
| team player | finishes medical school | knows how to read recipes |
| attends basketball camp | artistic/creative | practices shooting |
| knows how to read an x-ray | practices with new recipes | attends trainings about new medicine |
| enjoys taking care of people | enjoys being in the kitchen | knows how to use medical equipment |

Assessment (Suggested answers.)

Sort the human capital traits below that best fits each specialist.

| Basketball Player | Doctor | Baker |
|--------------------------------|--|------------------------------------|
| tall | finishes medical school | good at measuring |
| physically fit | enjoys taking care of people | knows how to read recipes |
| team player | knows how to use medical equipment | artistic/creative |
| attends basketball camp | knows how to read an x-ray | practices with new recipes |
| practices shooting | attends trainings about new medicines | enjoys being in the kitchen |

Sloth & Squirrel in a Pickle

Author Cathy Ballou Mealey, Illustrator Kelly Collier

Kids Can Press/2021

LESSON 2

Producers and Consumers

INTRODUCTION: Producers make and sell the goods and services to satisfy consumers' wants. To do this, producers must also be consumers who buy the goods and services as resources. This lesson takes students through the process of making a good to sell to a fictional business owner, Mr. Peacock, to earn an income. This income, in the form of play money, can be used in an optional activity to purchase small items and [classroom coupons](#).

STORY SYNOPSIS: A pair of unlikely friends, decide they would like a new tandem bike and begin their pursuit to earn money to purchase one. Mr. Peacock, the manager of a pickle-packing company, hires them and it does not go well. Squirrel's plan to specialize, with him packing the jars and Sloth attaching the labels, backfires. When Mr. Peacock discovers six hundred and seventy-seven pickle jars with upside down labels, he fires them. Stating he cannot pay them for their work, he gives them the unsellable pickles. The entrepreneurial friends turn their mistake into a unique business, make a profit, and surpass their goal.

TIME ALLOCATION: 30 minutes [Allocate extra time for extension and enrichment activities.]

MATERIALS:

- Book- *Sloth & Squirrel in a Pickle* by Cathy Ballou Mealey
- Visual - [Slide presentation](#)
- Required supplies for "Making An Ad" activity: enough \$1 play money (Visual 2) for students to have \$5 each, half of a blank sheet of paper per student, at least 10-15 sets of blue and green crayons (1 blue and 1 green in each set), at least 20 pickle images (Visual 3; cut out, ready to be glued on paper), at least 20 "Buy Our Pickles" images (Visual 4; cut out, ready to be glued on paper), 1 Patrick Peacock check per student (Visual 5; cut out, ready to have a name of a student written on it), 1 glue stick per student
- Assessment 2 - one copy per each student
- Video - [Mount Olive Pickles Tour Video](#) (YouTube)
- Chart paper and marker
- Small items students can buy with their earned money from the "Make an Ad" activity: pieces of candy, coupons for classroom privileges, small toys, etc. (optional)

PREPARATION and TIPS:

- Read through the book at least once before you read it aloud to students.
- Cut out the play money (enough for \$5 per student), at least 20 pickle images (Visual 3), and at least 20 "Buy Our Pickles" images (Visual 4). It is recommended you cut these as

detailed as possible to avoid students having to cut anything for this activity. Set this in neat stacks on a surface that will act as your mini-store.

- Have 10-15 sets of one blue crayon with a green crayon with your mini-store goods.
- To make the activity more manageable, cut blank sheets of copy paper in half to have enough for each student and put in a stack for them to buy when the time comes in the lesson.
- Have enough glue sticks ready in the store too. They will not need to “buy” this item because they will return the unused portion to you.
- Have the checks from Mr. Peacock (Visual 5) cut out and ready to give as “income” when each student gives you the final product of the ad. It may be more convenient to have each student's name already on each check to expedite the paying process.
- When you show the video of the pickle factory tour, fast forward to time marker 1:30 to skip the historical part and get to the actual factory tour.

OBJECTIVES:

- The student will listen to a story to see how producers make goods and use their income to buy other goods and services.
- The student will participate in a production activity to experience how producers are also consumers when buying the goods needed to make what they will sell.

ECONOMIC CONCEPTS:

- **Producers** – someone who uses resources to make goods and services to sell
- **Consumers** - someone who buys and uses goods and services
- **Income** - money received for work performed

NATIONAL CONTENT STANDARDS IN ECONOMICS

STANDARD 2: DECISION MAKING

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something; few choices are “all or nothing” decisions.

STANDARD 7: MARKETS AND PRICES

A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

GEORGIA STATE ECONOMICS STANDARDS

SS1E1 Identify goods that people make and services that people provide for each other.

SS1E3 Describe how people are both producers and consumers.

PROCEDURE:

1. Tell students they will listen to a story of characters who want to earn income to buy a bike (a good). Things don't go as they plan, but it will all work out.

2. Read aloud the story, *Sloth and Squirrel in a Pickle* to your students.

3. Using Slide 1 of the [slide presentation](#), review the meaning of the terms “producer” and “consumer” to students. Remind them Sloth and Squirrel were producers who worked in a pickle factory and consumers when they purchased their bike.
4. Advance to Slide 2 to acquaint students with Mr. Peacock, the pickle factory proprietor (fancy word for “owner”). You will read aloud Mr. Pickle’s words as he explains in Slides 3-5 that he is a producer who must buy goods and services to make his goods. That makes him a consumer and a producer.
5. You will continue to read aloud Mr. Peacock’s instructions for the “Make an Ad” activity (Slides 6-12). Distribute \$5 in play money to each student before they shop for supplies. Tell students they will first buy the supplies they need from you to make the ads. They must buy a half sheet of paper, but they can buy any of the remaining supplies they want to complete the task. Remind them they must produce an ad that contains both things: a picture of a pickle and the words “Buy our pickles!” written in green and blue print.
6. Open the mini-store for business and allow students a minute to be consumers and make their purchases. Have Slide 11 displayed. After all students have made their purchases, advance to Slide 12 and remind them this is what the good Mr. Peacock wants them to make as producers. Tell them you are giving everyone 10 minutes to make their product, so they must make wise choices with their time and other resources.
7. Just before you pay the first student who is finished with the ad \$10, display Slide 13. Once a student finishes making the ad, they will bring it to you in exchange for the \$10 in a check from Mr. Peacock (Visual 5). This play money can be exchanged for goodies you’ve gathered when this lesson is over.
8. Once students complete the “Making an Ad” activity, advance to Slides 14-15 and tell them they will watch a video of a real pickle factory producing pickles.
9. At the conclusion of the video, display Slide 16 that poses the question, “Can you name anyone else who is a producer and a consumer?” Draw a large chart on chart paper with the headings, “Producers” and “Goods They Need” (See Assessment 1). Give students a couple of minutes to share and record their responses.
10. Give students the matching activity (Assessment 2) to complete as an assessment.

ASSESSMENTS:

- Producers and Goods They Need Activity
- Students will complete the Matching Activity as an assessment.

EXTENSION:

- Have students ask their caregivers for examples of other producers and the things needed by them to do their job.

Visual 1 ([Slide presentation](#) preview for "Make an Ad" Activity)

Slide 1 -



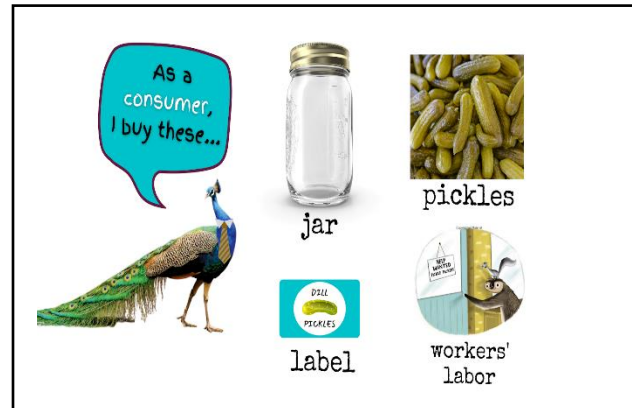
Slide 2 -



Slide 3 -



Slide 4 -



Sloth & Squirrel in a Pickle: Using Children's Literature to Teach Economic Concepts

Slide 5 -



Slide 6 -



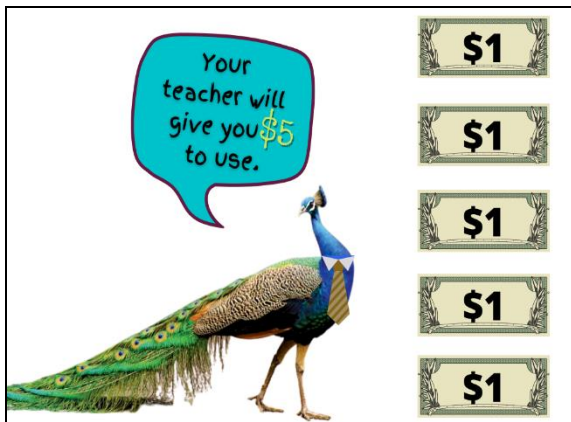
Slide 7 -



Slide 8



Slide 9 -



Slide 10



Sloth & Squirrel in a Pickle: Using Children's Literature to Teach Economic Concepts

Slide 11 -



Slide 12 -



Slide 13 -



Slide 14 -



Slide 15 -



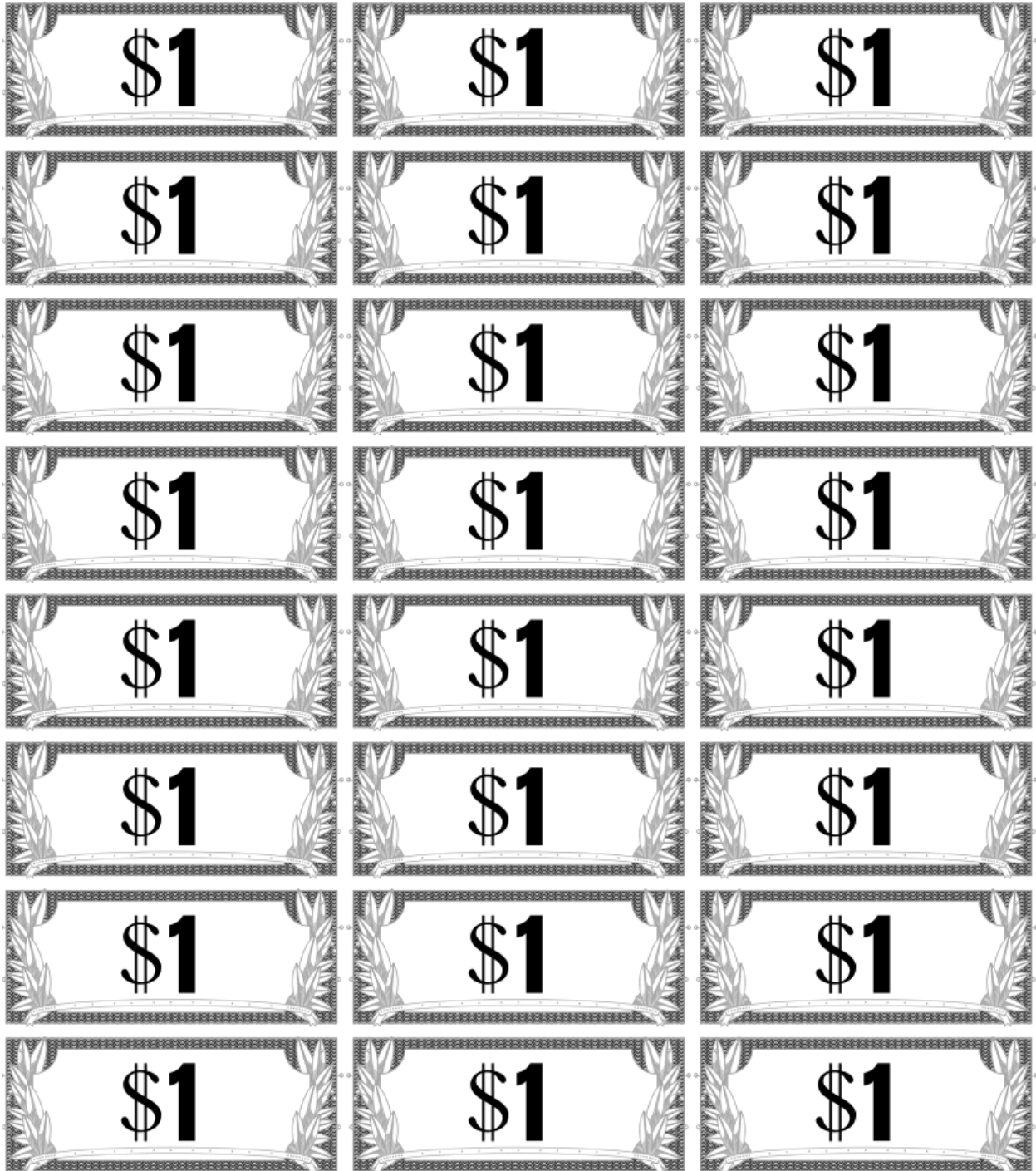
Slide 16



Assessment 1 (Possible answers in red)-

| PRODUCERS | GOODS NEEDED TO DO JOB |
|------------------|-------------------------------|
| Teacher | Computer, markers |
| Driver | car |
| Doctor | X-ray machine, medicine |

Visual 2 - Play Money (for "Make an Ad" Activity)



Visual 3 - Pickles (for "Make an Ad" Activity)



Visual 4 - Text for Ads (for "Make an Ad" Activity)

Buy our
yummy
pickles!

Buy our
yummy
pickles!

Buy our
yummy
pickles!



Buy our
yummy
pickles!



Buy our
yummy
pickles!



Buy our
yummy
pickles!

Sloth & Squirrel in a Pickle: Using Children's Literature to Teach Economic Concepts

Visual 5 - Mr. Peacock's Checks (For "Make an Ad" Activity)

| | | |
|---|--|---|
|  | Patrick Peacock 123 Dill Drive Pickleville, GA 30000 | 1001 |
| Date _____ | | |
| Pay to the order of _____ | | \$ 10.00 |
| Ten and 00/100 ~~~~~ | | Dollars  |
| GCEE www.gcee.org | | |
| Memo | Being a great consumer & producer | Patrick Peacock |
| 1 2 3 4 5 6 7 8 9 0 : " ' " " | | |

| | | |
|---|--|---|
|  | Patrick Peacock 123 Dill Drive Pickleville, GA 30000 | 1001 |
| Date _____ | | |
| Pay to the order of _____ | | \$ 10.00 |
| Ten and 00/100 ~~~~~ | | Dollars  |
| GCEE www.gcee.org | | |
| Memo | Being a great consumer & producer | Patrick Peacock |
| 1 2 3 4 5 6 7 8 9 0 : " ' " " | | |

| | | |
|---|--|---|
|  | Patrick Peacock 123 Dill Drive Pickleville, GA 30000 | 1001 |
| Date _____ | | |
| Pay to the order of _____ | | \$ 10.00 |
| Ten and 00/100 ~~~~~ | | Dollars  |
| GCEE www.gcee.org | | |
| Memo | Being a great consumer & producer | Patrick Peacock |
| 1 2 3 4 5 6 7 8 9 0 : " ' " " | | |

Assessment - Matching Activity

Draw a line from the producers to the good they need to do their job.

PRODUCERS



a baker



a mechanic



a mail carrier

GOODS



a mail truck



an oven



a set of wrenches

PRODUCERS ARE CONSUMERS TOO.

Assessment - Matching Activity (Answer Key)

Draw a line from the producers to the good they need to do their job.

PRODUCERS



a baker



a mechanic



a mail carrier

GOODS



a mail truck



an oven



a set of wrenches

PRODUCERS ARE CONSUMERS TOO.

Sloth & Squirrel in a Pickle

Author Cathy Ballou Mealey, Illustrator Kelly Collier

Kids Can Press/2021

Lesson 3
Specialization

INTRODUCTION: When we specialize, we focus on one thing and get really good at it. People tend to specialize in those things they like doing, find interesting, or have an aptitude for. It is to be noted that specialization also takes place during the production of goods and services. Work on a production line is divided and workers perform different jobs. This makes it possible to get more work done and allows people to specialize in the part of the job they do best.

STORY SYNOPSIS: A pair of unlikely friends, decide they would like a new tandem bike and begin their pursuit to earn money to purchase one. Mr. Peacock, the manager of a pickle-packing company, hires them and it does not go well. Squirrel's plan to specialize, with him packing the jars and Sloth attaching the labels, backfires. When Mr. Peacock discovers six hundred and seventy-seven pickle jars with upside down labels, he fires them. Stating he cannot pay them for their work, he gives them the unsellable pickles. The entrepreneurial friends turn their mistake into a unique business, make a profit, and surpass their goal.

TIME ALLOCATION: 20-25 minutes [Allocate extra time for extension and enrichment activities.]

MATERIALS:

- Book- *Sloth & Squirrel in a Pickle* by Cathy Ballou Mealey
- Document camera
- Visual – Specialization: Putting the Pieces Together
- Sets of Puzzle Strips – Run off on cardstock and cut into pieces (for ease of organization use a different color for each set)
- Envelopes or paperclips for puzzle strip sets management
- Assessment-Create Your Own Puzzle
- Markers, crayons, or colored pencils
- Scissors
- Optional: Extension Activity & writing tools

OBJECTIVES:

- The student will listen to a story and determine the advantages of setting goals, being creative, and making money.
- The student will define and understand the meaning of specialization.
- The student will participate in a hands-on activity that reinforces the featured concepts of specialists/entrepreneurs, workers, capital resources, and products.

ECONOMIC CONCEPTS:

- **Natural Resources** – gifts from nature, such as land, water and trees.
- **Entrepreneur** – a person who organizes, operates, and assumes the risk for a business hoping to make a profit.
- **Human Resources**- human effort directed toward producing goods and services (labor).
- **Capital Resources** – goods produced and used to make other goods and service (tools).
- **Specialization** – focusing on the production of selected goods and services.
- **Specialist** - an expert who is devoted to one occupation or branch of learning.
- **Product** - something manufactured or refined for sale.

NATIONAL CONTENT STANDARDS IN ECONOMICS

STANDARD 1: SCARCITY

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

STANDARD 2: DECISION MAKING

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.

STANDARD 4: INCENTIVES

Voluntary exchange occurs only when all participating parties expect to gain. This is true for trade among individuals or organizations within a nation, and among individuals or organizations in different nations.

STANDARD 6: SPECIALIZATION

When individuals, regions, and nations specialize in what they can p

VIRGINIA STANDARD OF LEARNING- HISTORY AND SOCIAL SCIENCE

- K.8 The student will match simple descriptions of work that people do with the names of those jobs.
- 2.8 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).
- 3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

PROCEDURE:

1. Collect and prepare the materials prior the class. Make the appropriate amount of puzzle strip sets.
2. Introduce the lesson by telling the students that they will be listening to a story that is about two friends setting out to accomplish a goal. Explain that one friend is a doer and the other friend a thinker and you will be asking them to identify which one is which at the end of the story.

3. Read the book to the students. Ask them who was the “doer” [speedy Squirrel] and who was the “thinker” [slow Sloth]. Discuss why it's possible for friends to be different than each other. Note: A YouTube read-aloud of the book may be found here: <https://www.youtube.com/watch?v=lpwVwa8GaxI>
4. Display the visual, **Putting the Pieces Together Puzzle Strip** to the students. Read them the information. Review the following economic concepts if necessary. **Natural Resources:** gifts from nature, such as land, water and trees, **Entrepreneur:** a person who organizes, operates, and assumes the risk for a business hoping to make a profit. **Human Resources:** human effort directed toward producing goods and services (labor). **Capital Resources:** goods produced and used to make other goods and service (tools). **Specialization:** focusing on the production of selected goods and services. **Specialist:** an expert who is devoted to one occupation or branch of learning. **Product:** something manufactured or refined for sale.
5. Explain to the students that they will be assembling their own puzzle strips. Students may work in pairs or small groups.
6. Distribute the prepared puzzle strip sets. Inform students to wait until the sets have been distributed and you say “GO!”
7. Say “GO!” and allow the puzzle strips to be completed, between 3-5 minutes. The correct assembly of the puzzle strips is self-checking.
8. Ask the students who finished first if they were able to specialize to complete the task quickly. *Was anyone a puzzle specialist?*
9. Instruct the students to mix the puzzle pieces up and return them to the envelope or secure them with a paperclip.

ASSESSMENT: This assessment, Create Your Own Puzzle, checks for student understanding of the featured concepts as it challenges them to create their own puzzle strip. Once completed, these may be redistributed to other classmates who can check to see if they agree with the puzzle strip's content. This process reinforces the concepts and checks for student understanding.

ENRICHMENT & EXTENSION:

- **Art** – Create a class collage using photos, drawings, words, and clippings from old magazines that depicts different kinds of jobs.
- **Creative Problem Solving-** Challenge the students to create a class ABC Book that contains a job for every letter in the alphabet.
- **Extension Activity Sheet** – The Job Poems activity sheet may be run off for individual students, used in a learning center, or displayed and conducted as a teacher directed lesson. Answers: 1. Farmer, 2. Plant Manager, 3. Salesperson, 4. Artist, 5. Assembly Line Workers, 6. Author
- **Poetry-** Write an acrostic poem focusing on one of the economic concepts featured in the book. The poem should include words or phrases that describe the concept. Concepts include: advertise, choice, consumer, earn, entrepreneur, goods, job, money, producer, product, profit, saving, services, spending, wants.

EXAMPLE: SPECIALIZATION

A Situation in which
People
produce
Certain
services
And goods
Letting productivity
Increase.
Specialization
Allows
Trade and
Interdependence to
Occur
Nicely.

Visual

Specialization

Putting the Pieces Together Puzzle Strip

Below is an example of a puzzle strip that shows the workers and resources needed to create a finished product.

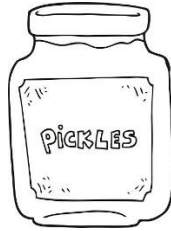
The four parts of the puzzle show:

1. The specialist or entrepreneur who takes the risk for making the product
2. The workers, human resources, who create it
3. The tools, capital resources, the workers use
4. The finished product



Extension Activity

Job Poems



Directions: Sloth and Squirrel wanted to get a job to buy a new bicycle. A job is the work that a person does regularly in order to earn money. Use the jobs listed in the word box to complete the rhymes.

1. It's our job is to grow vegetables, including cucumbers.
We plant, water, weed and harvest. We are hard-working _____.
2. Leadership and problem-solving are needed in my career.
I am in charge of the factory. I am a _____.
3. Come to the shop to buy a bike for transportation or fun.
My job is to help you find what you want. I am a _____.
4. I create advertisements that people cannot resist.
I'm good with illustrations and lettering. I am a _____.
5. We work in a factory, making products for others.
Working fast is important. We are _____.
6. Writing stories and poems is what I adore.
Words are fun and wonderful! I'm a children's book _____.

Word Box

Artist

Assembly line workers

Author

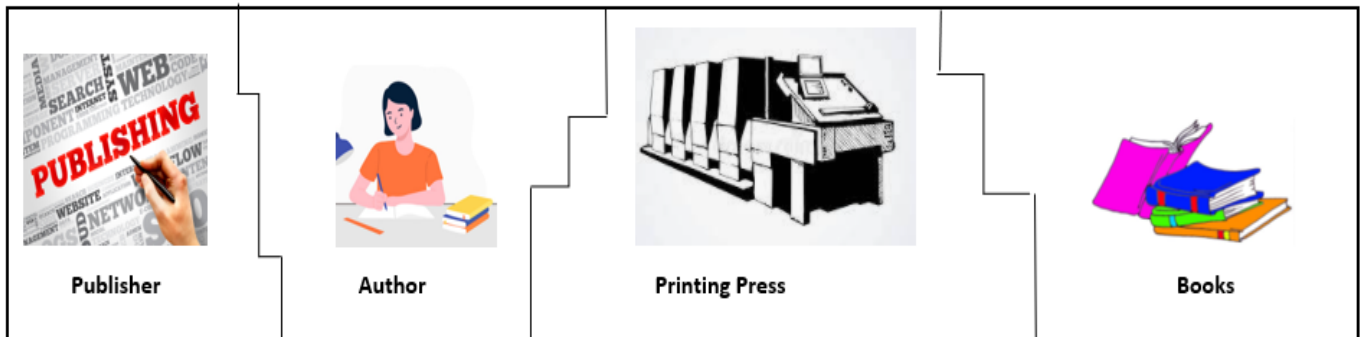
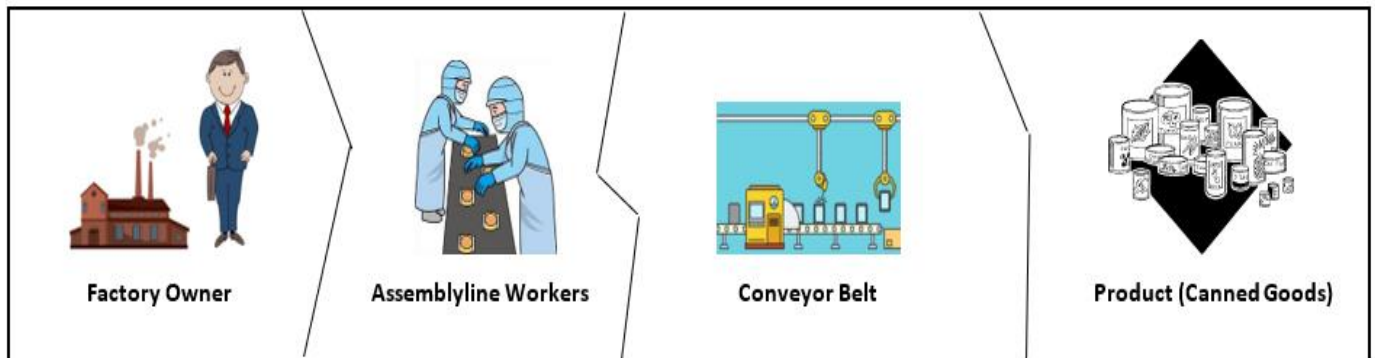
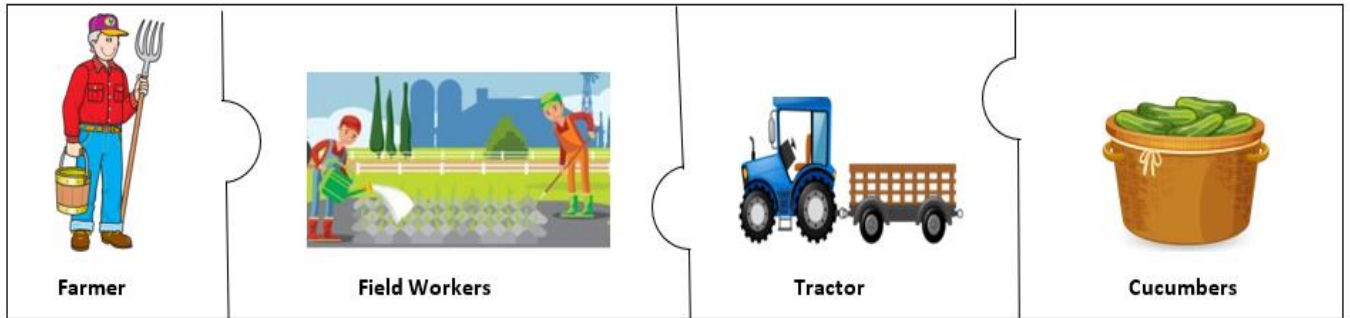
Salesperson

Farmers

Plant Manager

Activity

Puzzle Strips



Assessment

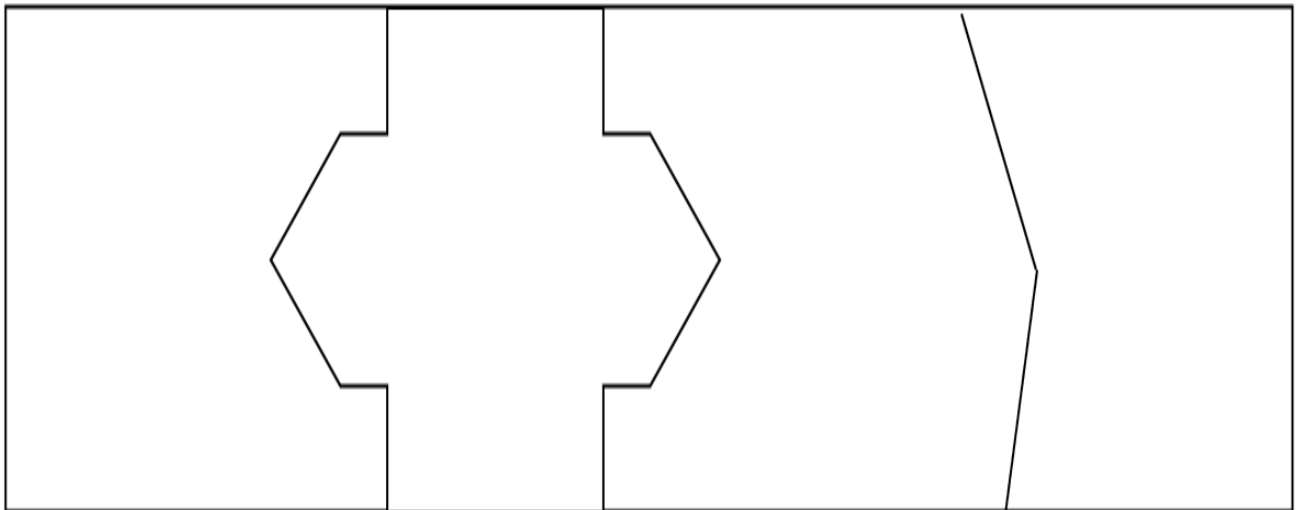
Create Your Own Puzzle

Using examples from the book, *Someone Builds the Dream*, draw and label a puzzle that shows:

- 1) The specialist or entrepreneur who takes the risk for making the product
- 2) The workers, human resources, who create it
- 3) The tools, capital resources, the workers use
- 4) The finished product

Examples include:

- Ice Cream Truck Owner, Ice Cream Truck Operator, Freezers, Popsicles
- Bicycle Repair Shop Owner, Repairman, Screwdrivers & Pliers, Fixed Bicycle
- Pickle Pop Entrepreneurs, Pickle Pop Sellers, Jars, Pickle Pops



Sloth & Squirrel in a Pickle

Discussion Questions:

1. Why did Sloth and Squirrel want to earn money? [Squirrel wanted to buy a new bike. This would be a special bike made for two riders that went fast.]
2. What did the two friends discover when they went to the Spokes Bike Shop? [They discovered the type of bike they wanted would cost them a lot of money, which they did not have.]
3. Squirrel had a great idea about how to get money for the bike. What was this idea? [He suggested that the two friends get jobs as pickle packers.]
4. Before they were hired what were they required to do? [They had to be interviewed by Mr. Peacock, the pickle plant manager.]
5. Once they were hired, Mr. Peacock gave them gloves, overalls, hairnets and safety goggles to wear. Why do you think these items were required? [Possible answers: These items will keep the pickles clean. The workers had to wear a certain uniform. The gloves and goggles were for the safety of the workers. The hairnets keep hair from getting in the pickle jars.]
6. How do we know that Sloth and Squirrel had little training for their new job? [They made messes and broke jars.]
7. Squirrel told Mr. Peacock that the reason they had only packed six jars of pickles is because they needed practice. Do you think this is true? [Answers will vary. However, students may suggest that it is good to be trained for a task. This is an example of investing in human capital.]
8. Squirrel came up with a plan. He said that the two workers could specialize; do one task really well. What did they decide to do? [Squirrel packed the pickles and added the lids, Sloth attached the labels.]
9. Why couldn't Mr. Peacock sell the six hundred seventy-seven and one-half jars that Sloth and Squirrel were able to pack? [The labels were all upside down.]

10. Sloth and Squirrel lost their job, but they did end up with a lot of free pickles. What did they do with these pickles? [They got creative and invented pickle pops.]
11. Sloth and Squirrel took a risk, set up a pickle pop stand, and became successful entrepreneurs. What do you think an entrepreneur is? [An entrepreneur is someone who starts their own business.]
12. Sloth and Squirrel made the pickle pops. They were the producers. Who were the consumers of the pickle pops? [Other animals bought the pickle pops which they liked because they came in many flavors and did not melt.]
13. The two friends made money selling pickle pops. This is called a profit. What did they do with their profit? [They bought the bike they wanted. However, it did not go fast enough so they bought a motorcycle.]
14. The moral of a story is the lesson that the characters learn. What would be a good moral for *Sloth & Squirrel in a Pickle*? [Possible responses: It is best to be trained for a task. A successful entrepreneur uses good problem-solving skills. You have to work for what you get. Good friends support you in many ways.]

Correlated National and State Standards

NATIONAL STANDARD 1: SCARCITY

Productive resources are limited. Therefore, people cannot have all the goods and services they want; as a result, they must choose some things and give up others.

| Arkansas | Georgia | Virginia |
|--|--|---|
| E.4.K.1 Recognize that all people have unlimited wants and limited resources | SSKE4 Explain that people must make choices because they cannot have everything they want. | 2.10 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services. |
| E.4.1.1 Explain ways <i>scarcity</i> necessitates decision making | SS1E2 Explain that scarcity is when unlimited wants are greater than limited resources. | |
| E.4.2.1 Discuss the importance of <i>scarcity</i> in relation to choices and <i>opportunity cost</i> | SS2E1 Explain that because of scarcity, people must make choices that result in opportunity costs. | |

NATIONAL STANDARD 2: DECISION MAKING

Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Many choices involve doing a little more or a little less of something: few choices are “all or nothing” decisions.

| Arkansas | Georgia | Virginia |
|---|--|--|
| E.4.K.2 Explain reasons behind a personal decision | SS1E4 Explain that people earn income by working and that they must make choices about how much to save and spend. | 1.1 The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by h) using a decision-making model to make informed decisions |
| E.4.1.2 Identify benefits and costs of making a decision | | 1.8 The student will explain that people make choices because they cannot have everything they want. |
| E.4.2.2 Explain a decision in terms of costs and benefits | | |

NATIONAL STANDARD 6: SPECIALIZATION

When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.

| Arkansas | Georgia | Virginia |
|---|---------|--|
| E.5.6.1 Analyze ways division of labor and specialization affected the development of civilizations | | 3.9 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest. |

NATIONAL STANDARD 7: MARKETS AND PRICES

A market exists when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.

| Arkansas | Georgia | Virginia |
|--|--|---|
| E.7.K.1 Discuss why people trade goods and services | SS1E3 Describe how people are both producers and consumers | 1.7 The student will explain The difference between goods and services and describe how people are consumers and producers of goods and services. |
| E.7.1.1 Identify goods and services that are traded | | |

NATIONAL STANDARD 15: ECONOMIC GROWTH

Investment in factories, machinery, new technology, and in the health, education, and training of people stimulates economic growth and can raise future standards of living.

| Arkansas | Georgia | Virginia |
|--|---------|---|
| E.5.1.1 Explain ways <i>human resources</i> earn <i>income</i> | | CE.14The student will apply social science skills to understand personal finance and career opportunities by b) identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success |
| E.5.1.2 Categorize <i>human, natural, and capital resources</i> used in the production of goods and services | | CE.14The student will apply social science skills to understand personal finance and career opportunities by c) identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy |
| E.5.3.1 Examine the relationship between <i>human capital</i> and <i>productivity</i> | | |

New Picture Books featuring Economic Concepts

| Title | Author | Copyright & Publisher | Econ/PF Concepts | |
|---|---------------------------|--------------------------------|--|------|
| <i>A Bike Like Sergio's</i> | Boelts, Maribeth | 2018- Candlewick | Money, Poverty, Ethics, Opportunity Cost | K-3 |
| <i>The Crayon Man</i> | Biebow, Natascha | 2019 - Houghton Mifflin | Human Capital, Entrepreneurship, Productive Resources, Producer, Consumer | K-3 |
| <i>Dirt Cheap</i> | Huffmann, Mark | 2020- Alfred A. Knoph, Inc. | Entrepreneurship, Pricing, Earning | PK-2 |
| <i>Earl & Starla Want all the Fishy Treats</i> | Raymer, Mike | 2021-GCEE | Allocation methods | 2-4 |
| <i>Earn It!</i> | McLeod, Cinders | 2017 – Penguin | Earning, Money, Jobs, Good & Services | PK-2 |
| <i>Fry Bread</i> | Noble, Kevin Maillard | 2019- Roaring Brooks Press | Productive Resources | K-2 |
| <i>A Gift from Abuela</i> | Ruiz, Cecilia | 2018- Candelwich | Money, Exchange Rate, Choices, Saving, Goals | PK-2 |
| <i>Give It!</i> | McLeod, Cinders | 2020 – Penguin | Philanthropy | PK-2 |
| <i>Keeping the City Going</i> | Floca, Brian | 2021, Atheneum | Human Resources, Capital Resources, Scarcity [Pandemic] | PK-2 |
| <i>Home in the Woods</i> | Wheeler, Eliza | 2019- Penguin | Poverty, Earning Productive Resources, Decision Making [The Great Depression] | K-3 |
| <i>The Oldest Student</i> | Hubbard, Rita Lorraine | 2020 – Random House | Human Capital, Jobs, Civil Rights, Earning, Productive Resources | K-3 |
| <i>Save It!</i> | McLeod, Cinders | 2019 – Penguin | Saving, Money, Choices | PK-2 |
| <i>Someone Builds the Dream</i> | Wheeler, Lisa | 2021– Penguin | Productive Resources, Jobs, Specialization, Interdependence | K-3 |
| <i>Spend It!</i> | McLeod, Cinders | 2019 – Penguin | Spending, Money, Opportunity Cost | PK-2 |
| <i>What is Given from the Heart</i> | McKissak, Patricia C. | 2019 – Random House | Human Resources, Poverty, Philanthropy, Problem Solving | PK-2 |